

BULLETIN

Advanced Education
Job Training

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8

Fall 1993

Universities, Colleges
and Institutes Division

We are pleased to be able to tell you that the Literacy Materials Committee has received funding to operate for the 1993-94 year. Our committee is funded by a cost-shared grant from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat of Multiculturalism and Citizenship Canada.

This issue of the Literacy Materials Bulletin contains reviews of three unique and noteworthy publications that were also developed and produced with cost-shared funds: *Partnerships in Literacy: A Guide for Community Organization and Program Development*, *Cities of British Columbia*, and the *Tutor Mathematics Resource Manual*. Since 1987 MAETT and the Literacy Secretariat have encouraged and supported a great variety of innovative, worthwhile literacy activities in British Columbia through their funding of cost-shared projects.

We would like to welcome Katie Molloy, an instructor at the Quesnel Campus of the College of New Caledonia, and Brenda Giles, a student at King Edward Campus, Vancouver Community College who have recently joined the Literacy Materials Committee. Unfortunately, we also must say farewell to Paula Davies. It has been a real pleasure to work with Paula; she is energetic and enthusiastic, and has been particularly talented at finding outstanding new materials for the committee to field test and review.

And finally, congratulations to our tireless and very special resource person, Thomas Quigley who has been selected to receive one of Canada Post Corporation's first annual "Flight for Freedom Awards" for his outstanding contribution to literacy. His valued participation on our committee is just one of numerous reasons he rightly deserves this award.

This Bulletin was printed by students attending classes in the Printing Production Department at Vancouver Community College, City Centre. We hope our reviews will help you select useful literacy materials.

Laurie Gould

Literacy Materials Committee

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Title:	Reading In the Content Areas: Literature 1 and 2
Author:	Laura Stark Johnson
Publisher:	New Readers Press, 1991
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, N.B. E2L 4R9, (506)634-1980, fax 634-0944 In B.C. call Artel Educational Resources 1-800-665-9255
Price:	Anthologies \$12 each, Teachers Guides \$11.25 each, Photocopy Masters Books \$50 each
ISBN:	088336 (plus numbers in parentheses after titles below)
Level:	Independent
Reviewer:	Sylvia Doherty

Reading in the Content Areas: Literature 1 & 2

Reading in the Content Areas: Literature 1 and 2 (109-4 & 112-4) is a set of two anthologies, each divided into units representing the literary genres of short stories, novels, nonfiction, poems, and plays. Accompanying them are two teacher's guides (110-8 & 113-2) and two books of photocopy masters (111-0 & 114-0).

The series promotes the interactive process of reading comprehension, or holistic learning. It motivates students to become both intellectually and emotionally involved in what they read. Students are encouraged to think about, discuss, and integrate new ideas and information into what they already know. Lively discussions provide excellent opportunities for critical thinking and problem solving.

The teacher's guide is a very helpful aid, offering objectives, background information, introduction of the author, and teaching suggestions for pre- and post-reading activities. The photocopy masters provide literal level statements on which students work in pairs or groups to reach consensus; interpretive level statements, where prior knowledge, experience and different points of view can support different opinions; applied level statements where they work alone to apply, analyze, synthesize, and evaluate what they have

read and discussed. You are given permission to copy the pages for classroom use. At the back is a glossary of literary terms and two pages of vocabulary lessons.

Since this series is published in the States, many of the selections contain American content; only one story is set in Canada. However, the selection of writings in each anthology is excellent and varied. All are written by acclaimed authors and speak of such universal themes as love, loyalty, courage, dignity, greed and sacrifice. Exposing students to examples of good literature and challenging them to think about and relate to these life issues helps them gain insight and confidence in their own lives and in their own writing. These selections also lend themselves very well to theme units.

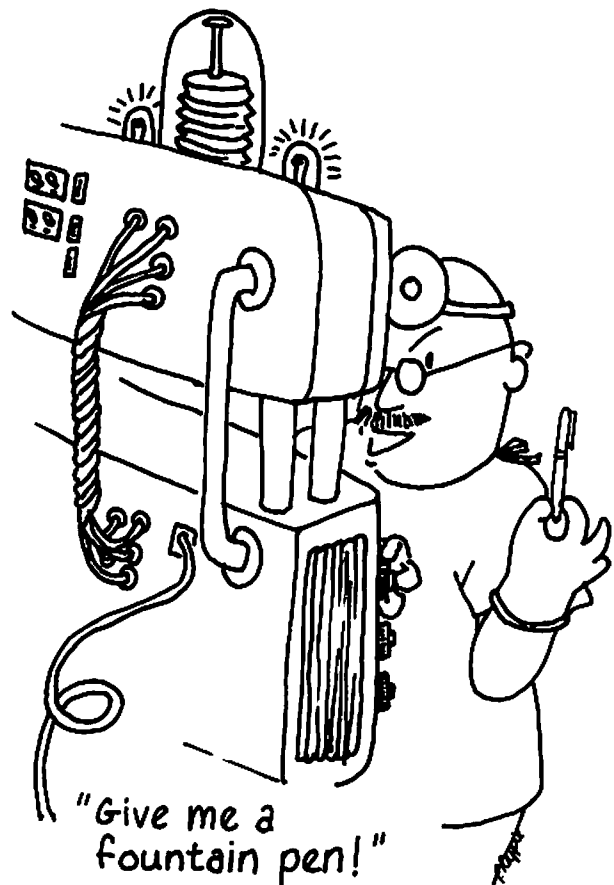
At the beginning of each unit in the anthologies, you will find an introduction encouraging participation and enjoyment, and a short quote inviting thoughtful contemplation. Here are a couple of samples:

"I can't write without a reader. It's precisely like a kiss – you can't do it alone." *John Cheever*

"Poetry is a way of taking life by the throat." *Robert Frost*

"Hmm?" said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. "You were up to fifty-five," she said. "You know I don't like to go more than forty. You were up to fifty-five." Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. "You're tensed up again," said Mrs. Mitty. "It's one of your days. I wish you'd let Dr. Renshaw look you over."

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. "Remember to get those overshoes while I'm having my hair done," she said. "I don't need overshoes," said Mitty. She put her mirror back into her bag. "We've been through that," she said, getting out of the car. "You're not a young man any longer." He raced the engine a little. "Why don't you wear your gloves? Have you lost your gloves?" Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. "Pick it up, brother!" snapped a cop as the light changed, and Mitty hastily pulled on his gloves and lurched ahead. He drove around the streets aimlessly for a time, and then he drove past the hospital on his way to the parking lot.



... "It's the millionaire banker, Wellington McMillan," said the pretty nurse. "Yes?" said Walter Mitty, removing his gloves slowly. "Who has the case?" "Dr. Renshaw and Dr. Benbow, but there are two specialists here, Dr. Remington from New York and Dr. Pritchard-Mitford from London. He flew over." A door opened down a long, cool corridor and Dr. Renshaw came out. He looked distraught and haggard. "Hello, Mitty," he said. "We're having the devil's own time with McMillan, the millionaire banker and close personal

1. distraught and haggard: extremely upset and exhausted.

Title:	Fitting In
Authors:	Roseanne Keller
Publisher:	New Readers Press, 1990
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, N.B. E2L 4R9, (506)634-1980, fax 634-0944 In B.C. call Artel Educational Resources 1-800-665-9255
Price:	Set of 8 Books \$31.75 Read-along Tape Set \$85.25
ISBN:	see below
Level:	Basic
Reviewer:	Paula Davies

Fitting In

The *Fitting In* series is comprised of eight small books, written at a basic level for adult readers. A set of eight audio cassette tapes is also available.

Fighting Back	0 88336 985 0
Honorable Grandfather	993 2
The Magic Village	994 X
The Race	995 8
Talk Like A Cowboy	996 6
The Trip	997 4
Woman's Work/Man's Work	998 2

Each of the books is set in the United States. However, the main characters originally come from different countries and can speak a language other than English. The books were field tested in both English as a Second Language classrooms and in Adult Basic Education literacy programs. For the most part, the student reviewers liked the books. They found the books easy to read and understand.

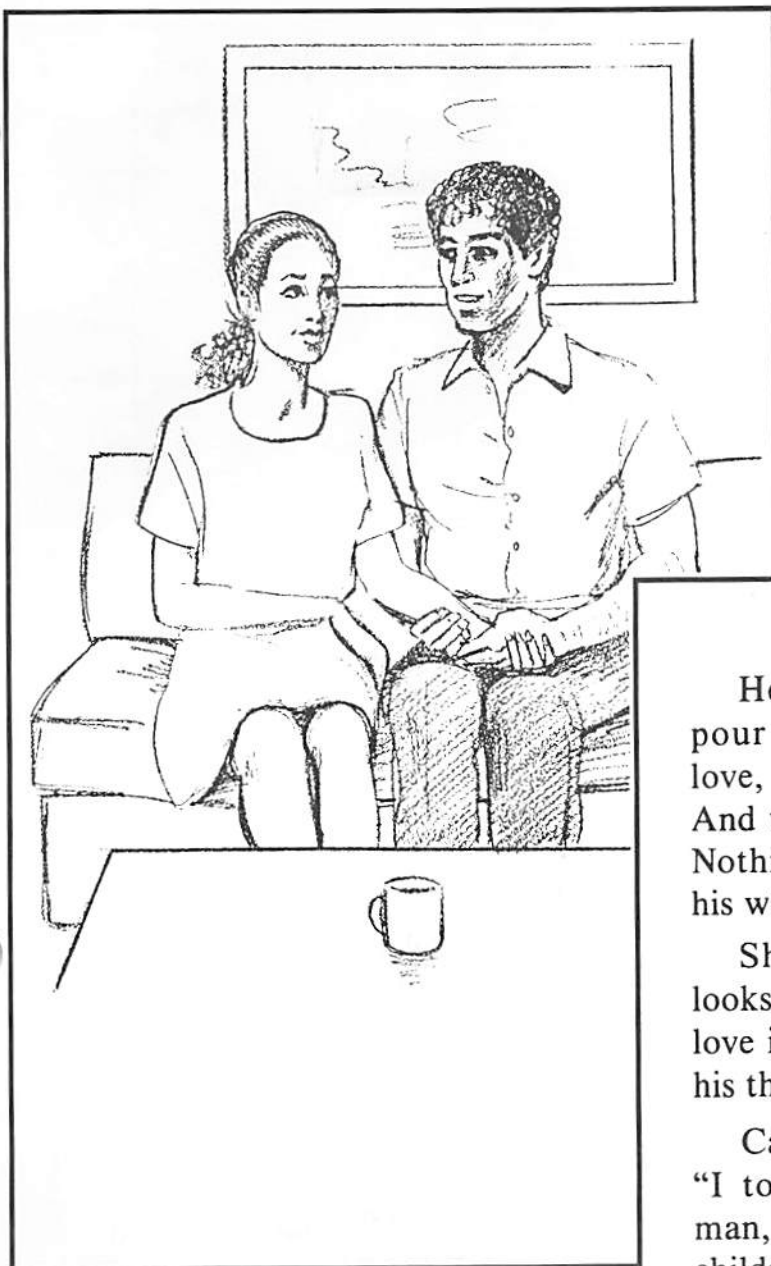
"I didn't have to use the dictionary at all. The problems presented in each books are interesting and very real."

"This is a very good book. Today many families have the same problem."

When one instructor spread the series out on the reading materials table in her classroom, the students gravitated quickly to them. She feels this was because the books are small and students would be able to read them quickly and easily, but also because the titles and cover illustrations are inviting. Students also liked listening to the audio tapes that can be purchased with or without the books. The tapes helped them with the pronunciation of some of the more difficult words and names and the reading pace seemed appropriate.

With regards to the content of immigrants fitting in to a new culture and all the attendant problems, the reviewers felt that this series of books would help make people more understanding. They also felt that they could learn something about other customs.

And so, while for some, the names in the books were difficult to read and the story topics not always interesting, most reviewers said they would read other books in this series and recommend buying them for literacy programs.



Woman's Work, Man's Work

He puts down his cup. The words pour out. "If I can't help someone I love, I am no man at all. I'm nothing. And that's what I have felt like, Carmen. Nothing." Ernesto sits on the sofa beside his wife.

She doesn't say anything. She just looks at him. He has not seen so much love in her face for a long time. It makes his throat hurt. He has to look away.

Carmen's hand is warm on his arm. "I took a job. That didn't make me a man, Ernesto. You stayed home with the children. That didn't make you a woman. You have always been a man to me."

"I'm sorry you have to work," Ernesto says.

"You know what?" Carmen says. "I like working. This is America. Lots of women work."

"Carmen, *I* need to find a job." Ernesto stops speaking. His eyes burn. He is trying to hold back the tears. "But my English is such a problem."

Title:	The Starter Pack
Author:	Eldred, Knights, Leigh, Lever, Powell
Publisher:	ALBSU (Adult Literacy and Basic Skills Unit), 1991
Available:	Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155, fax 011 44438 741131
Price:	£5 sterling (cost of mailing about £6)
ISBN:	1 870741 22 6
Level:	Basic and functional
Reviewer:	Yana Sabanskis and Karen Kerr

The Starter Pack

Materials for Tutors in Adult Literacy

The Starter Pack is a pack or folder of materials designed for instructors and tutors who are new to literacy work but useful also to the seasoned literacy instructor. The layout is attractive and well-organized; the different sections are presented in pamphlet form, and may be used in any sequence. The pamphlets offer suggestions, interesting approaches and concrete examples of how to plan lessons. The exercises include real life applications and may be completed in one session.

The "Learning to Learn" section, although very time-consuming, is sensitive to different kinds of learners and particularly useful in a continuous intake programme where finding uninterrupted time to explain such concepts as goal-setting is difficult.

The sections focussing on teaching beginning reading offer creative approaches including games, puzzles and exercises involving the repetition that beginning readers need. These ideas may be used with materials such as a reading series, *The Westcoast Reader*, or a local newspaper. In "Building Up Reading Skills" the student is encouraged to become actively involved in the reading, and also in learning to understand that the writer is trying to convey some meaning. The exercises involve the student's creative

learning process and assess comprehension by asking the student to guess what comes next, to put ideas in proper order or fill in the blanks. The map and graph reading/comprehension section is an excellent reminder to the tutor/instructor that this seemingly natural way to gather and interpret information, is often a source of confusion and frustration for the fundamental student.

The focus in the writing section is the student's own work and involves the student both in making the decision on what to write about, and also in trying to determine the cause of any writing difficulties. A diagrammatic plan and check list for beginning writers give concrete suggestions on how to get organized, develop vocabulary and learn to edit their own writing individually or in a group.

"Teaching Spelling" has some useful information on analyzing errors. The record sheets for building vocabulary, presentation of strategies and rules and section on homophones are easy to grasp.

"Moving On" and "References" offer a range of options available to help students plan for the future.

The Starter Pack lacks Canadian content and assessment information, but it has many valuable practical ideas.

REMEMBER – Beginning readers are not beginning thinkers or beginning learners.

They have ideas, opinions, experience and skills which will be useful in learning to read if your methods and materials build on the students' strengths.



DISCOUNT SALE

Kellogg's



Shredded Wheat

NO SMOKING

SAINSBURY'S



DANGER

FREE

NO PARKING

PLANNER 1991 Jan-June

	Jan	Feb	Mar	Apr	May	June
MON				1		
TUE	1			2		
WED	2			3	1	
THU	3			4	2	
FRI	4	1	1	5	3	
SAT	5	2	2	6	4	1
SUN	6	3	3	7	5	2
MON	7	4	4	8	6	3
TUE	8	5	5	9	7	4

- Pick out words which students may recognize from things they use.
- The student can build up lists of sight vocabulary in alphabetical order. Check that words are copied correctly.
- Copy these onto cards for matching with the original.
- Use the words the student knows in simple sentences for reading practice.

NO PARKING

FREE

"You pay less for beans at Sainsburys."

DANGER

BAKED BEANS

"Parking is free in ASDA."

"Boots is closed on Friday."

- Highlight easy reading pieces in magazines. Don't cut them out, give the student the publication.

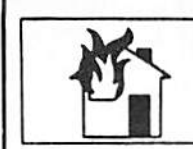
- Make your own quizzes and word puzzles using the student's own vocabulary.



Ambulance



Police



Fire

**ST. JOSEPH'S
DONCASTER ROAD
ARTS &
CRAFTS FAIR**
Sunday, 28th October
at 2 p.m.
Admission 10p

I miss having her at home
My wife's new job is ruining our relationship. She is out of the house 10 hours a day and we only seem to communicate by leaving notes.
I do a telephone sales job from home and my wife had got fed up with me being under her feet

You can use all sorts of Quizzes and Questionnaires to start you Reading and Thinking

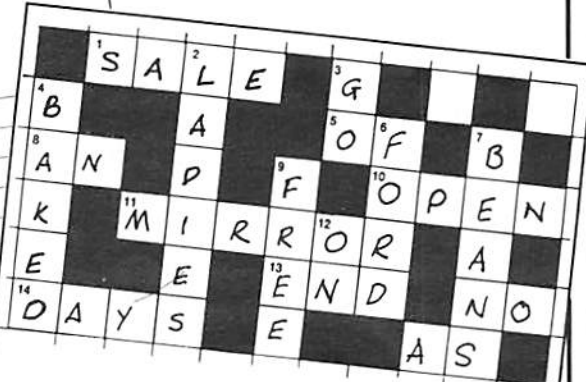
NO SMOKING

Where can you smoke? Where can't you smoke?

- Tick the box.
- | | CAN |
|--------------------------|-----|
| 1. In the pub | |
| 2. In bed | |
| 3. At a football match | |
| 4. In a petrol station | |
| 5. Downstairs on the bus | |
| 6. Upstairs on the bus | |
| 7. In the cinema | |

Is this you? Say YES or NO

1. I smoke and I wish I didn't
2. I smoke and I enjoy it
3. I smoke but I can see it upsets others
4. I don't smoke and I have smoke
5. I don't smoke but don't mind if other

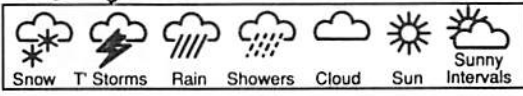


ACROSS

1. Car for £600 (4)
2. A cup coffee (2)
8. A eye for eye (2)
10. The opposite of closed (4)
11. You can see yourself in it (6)
12. The opposite of beginning (3)
13. The opposite of yes (2)
14. There are 7 in a week (4)
15. As cold ice (2)

DOWN

2. One lady, two (6)
3. A green light means (2)
4. Heinz beans (5)
6. A make of car (4)
7. Heinz Baked (5)
9. You don't have to pay, it's (4)
12. The opposite of off (2)



Title:	Number Sense: Discovering Math Concepts
Author:	Allan D. Suter
Publisher:	Contemporary Books, 1990
Available:	Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham Ontario, (416) 477-9700, fax 477-9179
Price:	Student Books \$7, Answer Key \$5, Teacher's Guide \$13, Diagnostic/Placement & Mastery Tests \$20(pack of 10) Complete Set \$77 includes 1 copy 10 student texts, 1 each of 4 diagnostic tests, 1 answer key, 1 guide
ISBN:	0 8092 4190 0 (Complete set)
Level:	Functional/independent
Reviewer:	Katie Molloy

Number Sense: Discovering Math Concepts

This is a very useful series of ten workbooks from Contemporary Books dealing with basic math concepts of whole numbers, decimals, fractions, ratio, proportion and percent. Answer keys for the series are available as well as diagnostic and mastery tests and the Teacher's Resource Guide. The series was written with adult literacy students in mind and requires minimal reading at a functional level. This allows students to concentrate on the math concepts.

The Diagnostic/Placement test helps identify a student's specific areas of weakness. When used in conjunction with the Item Analysis charts, an instructor can quickly place the student in the corresponding skill section within the series.

The layout of these books is simple and functional. Each book includes a similar format comprising 60 pages of short one page lessons encouraging students to feel a sense of real accomplishment. Each step is built upon the step before in a highly visual way. Word problems focus on real life contexts making use of recipes, maps, shopping and sporting scenarios.

The "Teacher's Resource Guide" is an essential component of the series offering a variety of activities which supplement and enrich the concepts taught in the workbooks.

One of the real plusses of this series is the way in which students can move from the concrete to the abstract in four consistent steps. In addition, key vocabulary words are hi-lighted throughout, focusing the student's attention on important clues within word problems.

However, as it is intended to be an introduction to math skills, extra practice sheets may be required by some students. Also, being an American publication, there is no Canadian content which does somewhat diminish its usefulness. Furthermore, the series omits the metric system, area, perimeter and graphing; all of which are requirements of the articulated Fundamental Math course.

Nevertheless, because this series is inexpensive, adult oriented and easily read, it is worth considering as supplemental material within the classroom.

Multiplying by Two-Digit Numbers

STEP 1

Multiply the bottom ones digit by the top number.

$$\begin{array}{r} 41 \\ \times 12 \\ \hline 82 \end{array}$$

STEP 2

Multiply the bottom tens digit by the top number.

$$\begin{array}{r} 41 \\ \times 12 \\ \hline 82 \\ 410 \end{array}$$

Put a zero in the ones place since you are multiplying by the tens digit.

STEP 3

Add the numbers in both rows.

$$\begin{array}{r} 41 \\ \times 12 \\ \hline 82 \\ 410 \\ \hline 492 \end{array}$$

Multiply the numbers.

$$\begin{array}{r} 1. \quad 23 \\ \times 31 \\ \hline 23 \\ \hline \text{---} \\ \text{---} \\ \text{---} \\ \text{finish} \end{array}$$

Write a zero since you are multiplying by the tens.

$$\begin{array}{r} 4. \quad 53 \\ \times 11 \\ \hline \text{---} \\ \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 7. \quad 43 \\ \times 12 \\ \hline \text{---} \\ \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 2. \quad 12 \\ \times 11 \\ \hline \text{---} \\ \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 5. \quad 13 \\ \times 13 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 8. \quad 24 \\ \times 22 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 3. \quad 13 \\ \times 23 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 6. \quad 33 \\ \times 33 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 9. \quad 42 \\ \times 21 \\ \hline \text{---} \\ \text{---} \end{array}$$

Title:	Cities of British Columbia
Author:	Audrey Thomas
Publisher:	Province of British Columbia, Ministry of Advanced Education, Training and Technology; and the National Literacy Secretariat, 1991
Available:	Marketing Department, Open Learning Agency, 4355 Mathissi Place, Burnaby B.C. V5G 4S8, (604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
Price:	\$14.70
Level:	Independent
Reviewer:	Helen Thomas

Cities of British Columbia

Cities of British Columbia was prepared as a cost-shared project for the Ministry of Advanced Education, Training and Technology and the Multiculturalism and Citizenship Canada, National Literacy Secretariat.

Cities of British Columbia provides sections on Victoria, Vancouver, Prince George, Kelowna and Prince Rupert, as well as a section to guide students to find out about their own city.

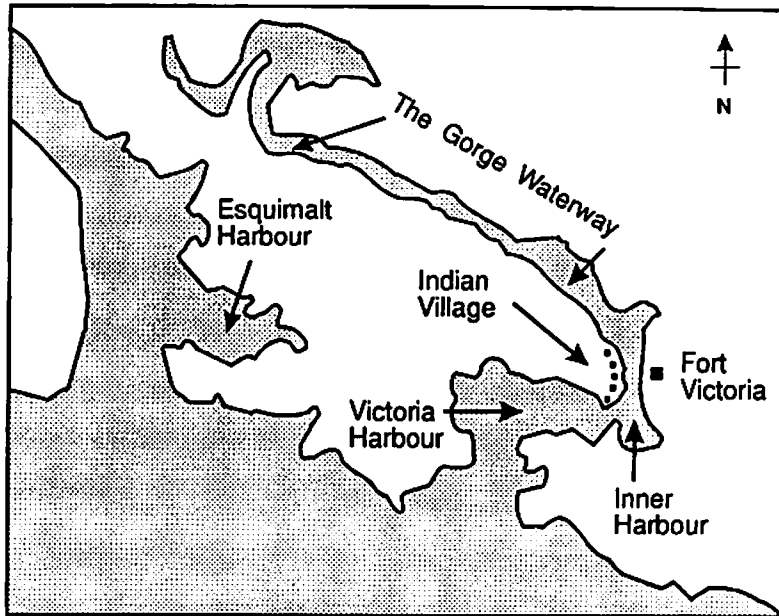
The graphics and layout are very good. Generally this text is clear and easy to read. The photographs, climate graphs and maps provide interesting information and reinforce the written information. Several students commented that the information on B.C. Transit and Skytrain was both interesting and useful.

Many students enjoyed finding out some of the history about their own city and province. One Victoria student, Chris, became particularly interested in the history of the Empress Hotel. He found further information, arranged for a tour of the basement of the hotel for his class and wrote several pieces. Other groups toured the Legislative Buildings and discovered that the history that they studied in *Cities* provided background to help make the tour more understandable.

An innovative idea that both learners and instructors enjoyed was the use of student writing to describe aspects of each city. Learners seemed to particularly enjoy finding out why people chose to live in an area and how a city changes in one person's lifetime.

There were a few weaknesses in the book including a lack of native and archeological history for each city. It would also be useful to have more social history to provide background for discussion of wealth and poverty, education, working conditions, immigration and first nation issues. However, the instructors who reviewed the book all used the pictures or text to start discussion about social history and provided further information where needed. It should also be noted that the book is intended chiefly as a geography text.

Cities of British Columbia fills an important niche in providing an adult oriented, B.C. content social studies text which appeals to many students and uses language and graphics in a clear manner that can be understood by upper level fundamental students. Our classes have really enjoyed using this book.



A NEW BRITISH COLONY

People soon realized that farming, fishing, and forestry were more important than furs in the area around Fort Victoria. Coal was also discovered on Vancouver Island. Many Hudson's Bay Company employees came to live in Fort Victoria when they retired.

In 1846, the Americans and the British decided to extend the 49th parallel west of the Rocky Mountains. The international boundary stopped at the sea. All of Vancouver Island remained British, but people were still afraid that it might become settled and claimed by the Americans. So, in 1849 Vancouver Island became a crown colony with Fort Victoria as its capital.

In that year, the Fort also became the centre of the Hudson's Bay Company's west coast operations. The Company had the monopoly for trade on the Island. It also had to encourage settlers to come to the island. James Douglas went to Fort Victoria as Chief Factor of the Company. The British had appointed Richard Blanshard as the new governor of the colony. However, when Blanshard arrived, he found all the power was in the hands of the Hudson's Bay Company and James Douglas. Blanshard did not stay very long. He resigned and returned to Britain. James Douglas then became governor. The rivalry between these two men is remembered today as Victoria's two main streets are called Douglas and Blanshard.

Douglas chose Victoria harbour because of the flatter land around the Inner Harbour. Was this a good site? Why?

Nothing is left of Fort Victoria today. However, if you walk along Government Street, you will see the outline of the Fort marked by bricks. The bricks have the names of the early settlers of Victoria as well as the names of local Natives.

A crown colony was a settlement in a new land with ties to the British monarch. The King or Queen rules through an appointed governor.

A capital is where the government meets.

A monopoly is when one group or person controls all the trade or production.

Title:	Hats
Authors:	Julia Holt, Jane Mann & Karen Beggs
Publisher:	ALBSU (Adult Literacy and Basic Skills Unit), 1991
Available:	Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155 fax 011 44438 741131
Price:	£1.60 sterling
ISBN:	1 871174-16-3
Level:	Basic and functional
Reviewer:	Maureen Stephens

Hats

At first glance I thought this book was inappropriate for adult readers because of its childlike appearance. Students were also put off a bit. The old saying you can't judge a book by its cover certainly applies to *Hats*. This refreshing book of poetry was written by three British women. Clever and humorous pen and ink sketches by Nell Sully accompany each title. The text is well-spaced and easy to read.

The poems in *Hats* deal with day to day issues in women's lives. Women wear many different 'hats' and play a variety of roles – teachers, wives, mothers, grandmothers, friends, caregivers and workers.

The poems in *Hats* can be used as a basis of discussion in a classroom situation. For example, in the poem, "The Other Side of the World," an elderly woman is handling growing old and the changes in her life. Lines like, "Life is not simple anymore," or "Life is full of changes," promote discussion and follow-up writing exercises. One student

commented, "It is hard for old people to adjust to a changing world. There is so many things people do that I just don't understand anymore." Another student stated, "I remember when I was six and life was simple. I loved jumping in mud puddles. I would look pretty silly doing that now."

"This book
... will help
everyone
understand
each other."

Students also enjoyed reading this book of poetry on an individual level. "Housewife Plant", a poem about a woman who feels trapped, was a favorite of some of the female students. "I know how this woman feels. For the first three years of my marriage I was trapped in a marriage pot. I wasn't allowed to work or go to school," writes one student. Another student stated, "Women are allowed to bloom more in today's society. Thank goodness things are changing for women."

Anna Lohen a student at Okanagan College feels that, "This book should be read by both men and women. It will help everyone understand each other."

The Housewife Plant

I am a housewife plant,
living in a marriage pot.

I am fed and watered,
Should I be grateful?

I am clipped and trimmed,
but I wanted to stretch.



Title:	Hopes and Dreams 1
Author:	Tana Reiff
Publisher:	Fearon/Janus/ Quercus, 1992
Available:	Prentice-Hall Canada, Inc., 1870 Birchmount Rd. Scarborough, Ont.M1P 2J7, 1-800-567-3800, fax 299-2529
Price:	Complete series \$76.54 individual titles \$8.50 Curriculum Guide \$29.44
ISBN:	0 822 436 760 (complete series), 0 822 436 876 (T.G.)
Level:	Basic
Reviewer:	Laurie Gould

Hopes and Dreams I

Hopes and Dreams I is a set of 10 novels that recount the experiences of people coming to America from different countries:

- O Little Town (Germans)
- Hungry No More (Irish)
- For Gold and Blood (Chinese)
- A Different Home (Cubans)
- Boat People (Vietnamese)
- Nobody Knows (Africans)
- The Magic Paper (Mexicans)
- Push to the West (Norwegians)
- Little Italy (Italians)
- Old Ways, New Ways (Eastern European Jews)

For example, "Little Italy" tells the story of the Trella family, and the challenges they meet adapting to life in a U.S. city between 1920 and 1956; "For Gold and Blood" relives the days of the 1850's when people like Soo Lee and his brother Ping came to search for gold and to work on the railway. Although these stories are set in the United States they are similar to those of immigrants in Canada.

The subject matter of these novels is interesting to adult students. "I like to read books which are about refugees." "I wanted to know about my people and what they did in America in the nineteenth century." "I chose this book because I have never read about the

Jewish people."

The characters in these stories are believable and true-to-life. They face real-life dilemmas such as finding a job, coping with children, dealing with prejudice and adapting to a new culture. "The Olsen's did not give up during all of this trouble they went through." "Mario felt really responsible for his parents."

Stories provide students with the opportunity to learn some of the history and geography of North America. "After I read this story, I knew that the Chinese had very difficult lives when they came to America." "It talks about the real story of the Irish people."

Each pocketbook has about 75 pages with questions at the end of each chapter. "The questions made you think twice on what you read and what would you do if it was you."

The Curriculum guide includes summaries of each book, historical background, vocabulary lists, teaching ideas and reproducible comprehension and language activity sheets for each story.

I enjoyed using *Hopes and Dreams I* with my students and plan to order *Hopes and Dreams II* when it comes out this year with stories about the Japanese, Greeks, Koreans, Indians, Poles, Arabs, Jamaicans, Puerto Ricans, Filipinos and Salvadorans.



CHAPTER 1

Vietnam, 1979

The war in Vietnam
was over at last.
But the Nguyen family
would never forget it.
Three of the Nguyen boys
had been in the war.
One of them
had been killed.
Another son
was too young to fight.
There were also
two girls.

The Nguyen family
lived by the sea.
They owned
a small boat.
They worked
day and night
to catch fish.

Title:	Tutor Mathematics Resource Manual
Author:	Loraine Wong (ed.), Barbara McPherson, Patricia Wright
Publisher:	Langley Education Centre, 1992
Available:	Marketing Department, Open Learning Agency, 4355 Mathissi Place, Burnaby B.C. V5G 4S8, (604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
Price:	not available at time of printing
Level:	Tutors of basic and functional math students
Reviewer:	Iris Strong

Tutor Mathematics Resource Manual

Tutor Mathematics Resource Manual was developed and produced with cost-shared funds from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat.

The *Tutor Mathematics Resource Manual* is an excellent aid for tutors who have been out of school for a long time, or for those who lack experience and confidence in presenting math concepts.

The manual is laid out clearly and simply in precise language, so tutors of varying reading levels are comfortable with it. The print is large, and to quote one tutor, "It's excellent for my tired old eyes." Many tutors report that reading through a particular unit refreshed their own understanding as well as providing some interesting and valuable methods for teaching concepts.

The activities, charts and suggestions for manipulatives are especially designed for one-to-one instruction, and are, for the most part, easy to follow. One tutor felt that the regrouping chart on page 16 was complicated and that the number line on page 31 was cluttered by the halves, so she would adjust these for her learners. The manual is not intended to be followed step-by-step from cover to cover; rather tutors read through a particular section

for background explanation for themselves and then select the activities they think will match their learner's needs and abilities.

The manual is printed as a binder, so that personal lessons and examples can be added to any section. An excellent idea is to keep a central manual in a resource area, so that many tutors can benefit from the ideas contributed by others.

Although this manual is not designed for classroom use, there are several charts and tables which can be photocopied for use with groups. Special bonuses are the chequebook size chart of the written form of all the numbers (page 68) to be taped inside a chequebook, the multiplication chart on page 23 (to enhance fridges, dashboards, bathroom mirrors etc.) and the temperature chart comparing Celsius and Fahrenheit on page 72.

Topics included in the manual cover all the basic concepts in the fundamental level curriculum: place value, adding, subtracting, multiplying and dividing whole numbers, rounding and estimating, fractions, decimals, percent, metric, problem solving, managing money, measurement, and using the calculator.

This manual is a valuable tool for any math tutor and any tutor program.

Chapter 5: Rounding And Estimating

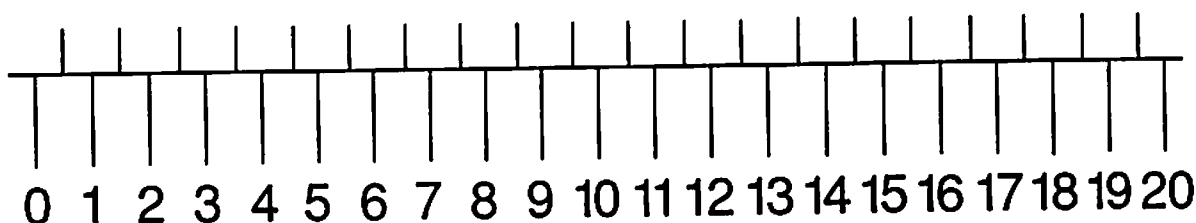
Rounding and estimating may seem frightening to your student, but try to show her/him that s/he is already using these skills, to some extent, in everyday life, probably without really thinking about it.

We use rounding skills when we think of distances. When someone asks, "How far is the mall?", we don't say, "Three and two-thirds miles (or kilometres)." We are more likely to say, "About four miles." Few of us know the exact distances between cities in B.C. It is usually good enough to know about how far a city is -- how far is Prince George from Vancouver? -- about 500 miles.

We use the same process when we talk about time. If it took three hours and fifteen minutes to drive to Kelowna, we'd say it took about three hours.

We all use estimating and rounding skills in shopping. If something is advertised at \$9.79, we usually round that up in our heads to \$10.00.

Talk about other ways your student may already use these skills, and then move on to look at the number line. The number line can be used in many ways. It is very important to emphasize that the number line starts at zero, and can include parts of numbers as well as whole numbers.



Use the number line to compare. Is 3 closer to 0 or 10? Is 12 closer to 10 or 20? Is 17 closer to 10 or 20?

Title:	Remembering
Author:	Carol Goertzel and Kathy Reilly
Publisher:	New Readers Press, 1988
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, N.B. E2L 4R9, (506)634-1980 fax (506)634-0944 In B.C. call Artel Educational Resources 1-800-665-9255
ISBN/Price:	Book 1 (088336 350 X) \$7.00, Book 2 (088336 351 8) \$7.00 Teacher's Guide \$8.25
Level:	Basic/functional
Reviewer:	Helen Thomas

Remembering

Remembering is a set of two books and a teacher's guide from New Readers Press. Each book is a series of oral histories taped and transcribed by the Lutheran Settlement House Women's Program, Philadelphia, Pennsylvania.

The storytellers all live in Pennsylvania but they or their relatives come from all over the world. There are stories by men and women, black and white, old and young. Each storyteller has a different tale to tell. Students found the references to Pennsylvania and some American history confusing but enjoyed learning about different cultures and countries.

The illustrations are appealing but readers wanted actual pictures of the storytellers. The maps included in the two books were clear and as one student said, "They were very helpful for understanding where the people came from."

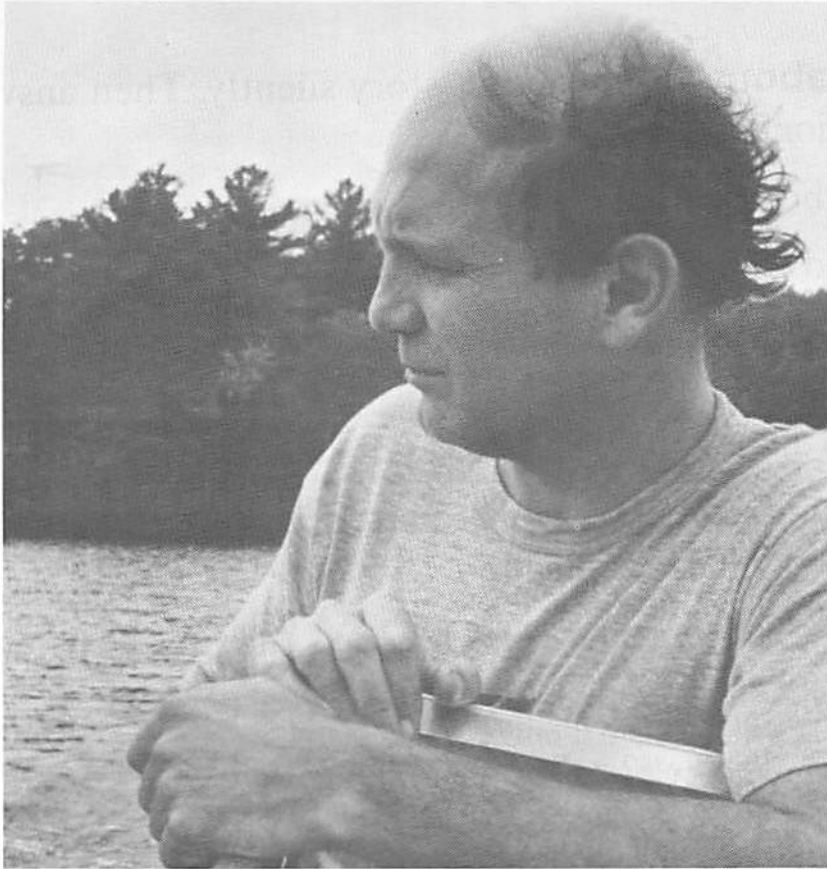
The exercises at the end of the story were rather difficult for students. The first three sections which included exercises on pronouns, verb tenses, alphabetical order, compound words and so on were very useful for students but they needed some

help. The questions about the story and suggested activities and discussion based on the story were less popular and there was no place to complete these questions in the book. The stories did provide excellent topics for discussion and writing.

The teacher's guide explains how oral histories resemble and differ from language experience stories. The guide also includes sections on, "Encouraging Student Participation", "Using the Stories and Exercises", "Lesson Notes" and "Obtaining Oral Histories."

Remembering is a wonderful source of learner-dictated stories with varied, if rather too American, content. The books will encourage instructors to help students to provide their own oral histories . . . "Perhaps these stories will spark your own memories, and you will start remembering things in your own family history. Share those stories. They are worth telling."

The stories are written in a way that is suitable for fundamental level students. Book 1 is for beginning readers and Book 2 is for the slightly more advanced student.



Steve & Mary Skjold Photographs

My Family

Darlene Weaver

My father is William J. Sweeney.
Well, he isn't really my father,
but I love him like one.
He treats me like I am one of his own.

He remembers
when you could get in the movies
for a quarter,
plus buy a lot of candy to eat
for inside the movies.
My father was in the Warlocks,
but he quit the club.
He used to go hunting with actor Jack Palance,
who lived up in the mountains.

Titles:	Helping Adults To Spell
Authors:	Catherine Moorhouse
Publisher:	ALBSU (Adult Literacy and Basic Skills Unit), 1977
Available:	Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155, fax 011 44438 741131
Price:	90p
ISBN:	0 906509 15 7
Level:	all levels
Reviewers:	Iris Strong

★★ Helping Adults To Spell ★★

Helping Adults To Spell is an excellent resource for instructors and tutors of literacy level students.

Firstly, it puts spelling in perspective and reminds us that "Spelling only matters when you want to write – and then it only matters some of the time." Spelling is not a 'natural' activity; it is one which has to be learned, and not one which automatically tells anything about a person's other competencies.

Secondly, this comprehensive little text indicates that not only should we use the student's own writing as a starting point for work on spelling, but that there are many styles of learning to spell, and even poor spellers already do make use of one or more strategies.

Instructors can encourage students to find out their own personal strategies by asking them if they:

- shut their eyes and try visualize a word
- repeat a word to themselves and consider each sound or syllable separately,
- write a word down in different way, and pick the version which 'looks right',
- think about the meaning of the word, and especially of any affixes, or
- think of other words with parts that sound similar

In addition, the instructor should observe students when writing and analyze the words or parts of words they get right, in order to find a starting point for tackling new words. An important emphasis of this little text is that a student should never be asked to learn a word without being shown a way of doing so.

As well as a presentation of the "Rote Writing Method" of learning spelling, there are six Visual approaches, three Auditory approaches, and three Logical approaches presented. The major advantage of the logical approaches is that one 'pattern' can cover literally hundreds of words (eg. In the CVC pattern, the vowel is short).

Instructors and tutors alike can make use of the comments regarding using and choosing a dictionary, the role of dictation in learning to spell, and the section on special problems and ways of overcoming them. Hints are given regarding how to detect and deal with visual, auditory and handwriting problems.

This comprehensive forty page manual is an extremely valuable resource which offers many suggestions for teaching adults to spell.

★★★★ GOLDEN OLDIE ★★★★★

Chapter 4

Helping your student to spell -

Method A Rote Writing (derived from the Fernald Method)

This method is very thorough, and a valuable technique for students who seem to have severe difficulties in learning new words. It is important that your student should understand *why* you are suggesting the following routine. The reason is that spelling involves several senses: *sight* (when looking at, recalling and writing a word); *hearing* (the voice if the word is pronounced, and associating the *sound* of the word with the relevant symbols); *feeling* (the movement of the writing hand). It is therefore important to involve each of these senses in the process of learning to spell a word.

1. Read the word and say it;

Liverpool

(student *sees* word, *says* word and *hears* word).

2. Copy the word in large letters;

Liverpool

(student *sees* word, tells his hand what to *write*, and *sees* his copy).

3. Look at the word, and put a line under the hard bit;

Liverpool

(student *sees* whole word, and identifies the area of difficulty).

4. Trace over your copy of the word three times, either with your pen, or your finger, saying each part as you trace it;

(student *sees* each part of word, *feels* the shape of each part of word, and *says* each part of word).

5. Each time you have traced the whole word, say it.

6. Write the word without looking at the copy; (student has to *visualise* the word, and instruct his writing *hand*).

7. Check if you have written the word correctly the copy; (student *reinforces* his visual image of

8. Record the word in your personal dictionary; (th to the student, and *revision* material for future



Title:	Partnerships in Literacy: A Guide for Community Organization and Program Development
Authors:	Wendy Watson and Barbara Bate
Publisher:	Province of British Columbia, Ministry of Advanced Education, Training and Technology; and the National Literacy Secretariat, 1991
Available:	Marketing Department, Open Learning Agency, 4355 Mathissi Place, Burnaby B.C. V5G 4S8, (604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
ISBN:	0 7718 9127 X
Price:	\$19.20 (order #VA0118)
Reviewer:	Thomas Quigley

Partnerships in Literacy

Literacy is everyone's business in a community. This means that one group or institution cannot develop a total community literacy program by itself, and meet the different needs of all the community's members. To be successful, everyone needs to work together as partners; the "everyone" here includes educators, employers, unions, service groups, libraries, literacy volunteers and learners. This book talks about literacy partnerships. It gives us the plans for two things: how to develop a community literacy organization, and how to implement a community literacy program. In addition to these plans, the book includes many examples of public and private sector partnerships in B.C. and reports on community literacy programs and projects in B.C. that were active at the time the book was written. This book is the product of a B.C. Literacy Cost-Shared Project, which was funded by both the provincial and federal governments.

The book contains sections on topics such as "Building A Strong Board", "Fundraising", "Recruiting Volunteers", "Selecting and Developing Materials" and "Recognition and Celebration." Each section presents practical information on its topic, samples of forms or letters that may be useful, and ends with "for further

information", where you can find a list of books to read and/or referral to agencies that can offer more advice or training in a particular topic.

The 16 examples of partnerships and the 36 reports on programs/projects are very wide ranging and come from all over B.C. Together they make up almost half of the book. The reports, in particular, are very useful because they include comments on the starting up process, the organizational structure, fundraising activities, and literacy awareness.

Many users think that this book is an excellent resource. It gives a practical, brief overview of the steps and processes involved in community literacy so that groups don't have to "re-invent the wheel." Because its examples are from B.C., many of the situations described may be close to your own. This book would be useful for everyone: new, developing, and more established organizations and projects.

Because this book is a picture of what was happening in B.C. almost two years ago not all the information on resources, groups, programs and projects is still the same. If necessary, you can contact the Adult Literacy Contact Centre or your local public library for help in locating more recent information.

The Bulletin's Board

Plain Language Kit of Consumer Information:

Consumer and Cooperate Affairs Canada have produced a set of thirteen information sheets on such topics as: used cribs, labels on clothing and food, how to complain and credit cards. Single copies of this kit are available free by writing or phoning Consumer and Cooperate Affairs in Vancouver. Permission is given to photocopy the sheets.

Consumer Policy
Consumer and Corporate Affairs Canada
1400 800 Burrard Street
Vancouver, B.C., V6Z 2H8
(604) 5018

The Wind Cannot Read:

A few copies of *The Wind Cannot Read* are still available free from the Adult Literacy Contact Centre or Literacy B.C.(addresses below). This excellent anthology of writings by adult new readers from British Columbia is a collection of submissions from the B.C. Book Voyage,, which was part of a world wide project sponsored by UNESCO for International Literacy Year 1990.

Circulating Materials:

The materials reviewed in this *Bulletin* are available on a loan basis for a period of one month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: (604)687-5077 Fax (604) 687-5076

Permanent Collection:

A complete and permanent set of materials from all six *Literacy Materials Bulletins* is available for viewing at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293

Mailing List:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of the *Bulletin*, contact the Adult Literacy Contact Centre.

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials. We are particularly interested in learning what periodicals you feel are worthwhile for literacy instructors and learners. Please fill out the form on the back of this page and mail to the address indicated.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title _____

Author _____

Publisher _____ Copyright Date _____

Level (please circle)

* Basic (0-3)

** Functional (4-6)

*** Independent (7-9)

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? _____

2. Interesting to learners? _____

3. Appropriate to the reading level of learners? _____

4. Successful with learners? _____

5. Encourages meaningful discussion and critical thinking? _____

6. Easy to use? _____

7. Free of bias for age, sex, and race? _____

8. Up-to-date? _____

9. Canadian content? _____

Send the completed form to:

**Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8**

Recommended by:

(name)

(address)